REGISTRATION GUIDELINES

for post-secondary/tertiary education and training providers

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Preface

This document has been prepared by the Barbados Accreditation Council (BAC) primarily to assist educational providers that are offering or seeking to offer programmes/courses at the post-secondary/tertiary level in Barbados. These guidelines provide information governing the BAC's registration and re-registration processes. Policy related questions should be directed to the BAC.

This document will be reviewed periodically and amended, where necessary, to ensure that it is consistent with developments in the provision of post-secondary/tertiary education and training locally and internationally.

The BAC reserves the right to make changes to its policies, procedures and other statements at any time.

The Barbados Accreditation Council

The Barbados Accreditation Council (BAC) was established in November 2004 by the Barbados Accreditation Council Act, 2004-11. It is a statutory body under the portfolio of the Ministry of Education, Technological and Vocational Training.

Vision Statement

To be a World-class, dynamic quality assurance authority for education and training.

Mission Tenets

The Barbados Accreditation Council will pursue its vision by:

- Providing advisory, administrative, advocacy and quality-assuring services that meet globally recognized standards for quality assurance, and the expectations of our clients.
- Cultivating an environment of highly dedicated and competent staff members who work as a team to create value for our clients and all the communities we serve.
- Undertaking functions and such related activities that would ensure the efficient and effective discharge of our legal, regulatory, and corporate responsibilities.
- Building strong linkages with our sectoral partners to develop a culture of high-quality post-secondary/tertiary education and training in Barbados and beyond.
- Engaging in sound governance, financial management, business, and social responsibility practices to bring sustainable prosperity and benefits to government, directors, staff, social partners, and the communities in which we serve.

Section I – Introduction

This document sets out the requirements with which providers must comply, in order to become registered with the Barbados Accreditation Council (BAC). The term *provider* refers to any institution or organisation offering education and/or training programmes or courses leading to an award or credit at the post-secondary/tertiary level.

This document will be reviewed regularly and amended, where necessary.

Registration

Registration certifies that a post-secondary/tertiary education and/or training provider operating in Barbados has complied with the minimum operating standards outlined by the BAC. Registration provides a general overview of the operations and educational offerings of the provider. However, it does not confer any particular standing or guarantee of quality or recognition to the programmes/courses offered by a provider. It is a first step towards eligibility for institutional and/or programme accreditation.

The local provider offering post-secondary/tertiary level educational programmes through collaborative provision must also comply with the requirements set out in the BAC's *Guidelines for Collaborative Provision*. In like manner, a provider engaging in distance education must have regard for the BAC's *Code of Practice for the Assurance of Educational Quality and Standards in Distance Education*.

Where a provider meets **all** of the *General Registration Criteria*, registration will be granted. Registration shall be for a period of one (1) year from the date the Certificate of Registration is signed, after which the provider must re-apply to maintain its registered status. Depending upon the degree to which an educational provider satisfies the BAC's *General Registration Criteria*, the provider may be granted registration for a period of up to three (3) years. During this period, the provider is still required to submit annually a completed Application for Re-registration form to maintain its registered status.

Additionally, providers are required to complete and submit a Self-Evaluation Report (SER) with the completed application form and supporting documentation, once within a three-year cycle. (Refer to the BAC's *Guide to Writing Self-Evaluative Reports*.)

Once all the requirements for registration have been met, providers will be issued with the Certificate of Registration upon payment of the requisite fee.

Once a provider is **registered** with the BAC, it may then seek institutional, programme or short course accreditation from the BAC.

Re-registration

Registered providers are encouraged to apply for re-registration at least two (2) months before the registration period expires.

Denial of Registration

A provider who was denied registration, but still wishes to be registered with the BAC will need to begin the registration process from the first step.

Providers who are denied registration by the Barbados Accreditation Council, may appeal the BAC's decision on registration. The policies and procedures which govern the conduct of an appeal with the BAC are outlined in the BAC's *Appeals Process*.

Benefits of Registration

- an indication of independent verification that minimum standards have been met
- reflects a demonstration to stakeholders of the provider's commitment to pursue quality provision
- provides a mechanism through which students and the general public can identify bona fide providers
- indicates that a provider is properly constituted, financially viable and adequately resourced
- an indication that a provider is authorised to legally operate in Barbados
- provides assurance of the recognition of post-secondary/tertiary education and training providers operating in Barbados
- facilitates increased access to students through the BAC's website, Official Gazette and other advertising media
- lends prestige to the provider's operations
- provides a mechanism through which providers may proceed towards accreditation
- may lead to financial exemptions from relevant governmental agencies
- acts as a catalyst for providers to develop or improve internal systems, processes and procedures

Section II – The Registration Process

This section sets out the criteria, process and documentation requirements for providers wishing to apply for registration with the BAC.

Initially, all providers may not meet the guidelines and criteria set out below completely. However, the BAC will provide technical support as part of its developmental programme to ensure that each provider fully meets the registration criteria. The achievement of the registration criteria will make it easier for the provider when seeking accreditation. It should be noted however, that the post-secondary/tertiary educational provider is responsible for the educational standards and quality of its programmes and awards, as well as the quality assurance mechanisms which maintain and enhance the quality of its overall operations and programme offering.

General Registration Criteria

The criteria are intentionally broad enough to allow for diversity and innovation, since there is considerable variation among educational providers and the programmes and awards they offer based on their distinctive characters, philosophies, and purposes. The criteria are also precise enough to ensure that the statements encompass critical elements required to operate at the minimum acceptable standards in Barbados. Additionally, the BAC will periodically review and modify the indicators and examples of evidence outlined in the criteria for registration to ensure that they are current, valid, relevant, and consistent with emerging trends and developments in the field of quality assurance universally.

Any provider seeking registration must comply with the BAC's registration requirements. The provider must demonstrate its ability to provide students with appropriate educational supervision, adequate physical and learning resources, appropriate support services and should therefore be able to provide evidence of meeting the following criteria to achieve registration:

1. **Governance and Mission**	
Indicators	a. There should be a structure of governance/management, which formulates general policies and exercises authority over the implementation of programmes of study or courses. b. The composition of the governing body should be broad-based and should allow for objective input into the management of the organisation. c. There should be a clearly defined and published Mission Statement or Statement of Purpose. d. The goals and objectives of the provider should relate to the intended target population and should be relevant to the needs of the society. e. There should be a coherent quality management system (QMS) of adequate and appropriate organisational structures, policies, procedures, responsibilities and resources that cover all elements of the BAC's General Registration Criteria.

Examples of Evidence	These include but are not limited to:
	• Organisational Chart
	• Certificate of Incorporation or Certificate of Registration or Legislative decree bearing the name under which the provider wishes to operate or Cabinet Minute or Act of Parliament
	• Mission Statement or Statement of Purpose with evidence of formal adoption e.g. Minutes of Meeting or letter from Head of organisation
	• Vision Statement with evidence of formal adoption e.g. Minutes of Meeting or letter from Head of organisation
	• Names of members of Board/Senior Managers/Directors/Advisory Board or Persons, etc. and CVs
	• Policies and Procedures of governing body showing alignment to provider's mission
	• Responsibilities, authorities and lines of reporting clearly defined, understood by those concerned, and periodically reviewed
	• Processes for regularly reviewing the achievement of goals and objectives
	• Mission statement is published in official documentation and available to the public, particularly learners
	• Satisfaction surveys of all stakeholders
	• Proof of a clear, coherent and systematic set of policies, organisational structures and procedures that guide and control governance, management, administration, and teaching and learning related activities to ensure the delivery of quality education and/or training, and the achievement of the provider's goals and objectives, across all sites and areas of operation.
	• Policies and procedures to cover:
	  • Programme development and review
	  • Programme delivery
	  • Assessment and moderation
	  • Reporting learner achievement
	  • Financial resources
	  • Physical and learning resources
	  • Personnel
	  • Learner information, entry and support
	  • Research (where appropriate)
	  • Self-evaluations, reviews and/or internal quality audits

2. **Admission Policies**	
Indicators	a. The provider should have clearly defined admission policies compatible with its stated purpose. These should be published and should be adhered to by the provider. b. The provider should have clearly defined procedures and policies for the selection of students with alternative qualifications. c. The provider should have clearly defined procedures and policies for courses.
Examples of Evidence	These include but are not limited to: • Admission Policy and Procedure (clearly stating requirements for entry to the school) • Requirements for entry to individual courses/programmes • Policy and Procedure for selection of learners
3. **Educational Programmes**	
Indicators	a. The programmes or curricula should be consistent with the provider's mission. b. The provider offers at least one (1) short course[1]. c. The programme structure should be well formulated and should facilitate adequate supervision of the provider's education and/or training activities. d. Responsibility for the development of programmes and the monitoring of educational matters should be clearly stated. e. The provider should have well-developed procedures for modifications to curricula that are based on current education and training philosophy and practices as evidenced by its commitment to quality. f. The provider should have current, up-to-date information on all its programmes of study with information on the related awards and associated credit hours. g. There should be a coherent mechanism for developing programmes and for monitoring education and training standards. h. The provider should be able to provide, at all times, evidence of its commitment to quality.
Examples of Evidence	These include but are not limited to: • Approved Programme Specifications[2] document for each programme of study/course • Syllabi/curricula • Programme design, development and review/modification policy and

[1] See Glossary
[2] Refer to the BAC's publication *Guidelines for Preparing Programme Specifications* for guidance in preparing this document.

	procedure • Terms of Reference for committee or person(s) with responsibility to approve the programmes • Programme Approval Policy and Procedure • Policy to select staff for programmes/courses • Quality Policy and/or Plan • Learner to teacher/facilitator/faculty ratio
4. **Staffing and Professional Development**	
Indicators	a. The teaching, administrative, technical support, information resources and other professional staff should be adequate in terms of quality and quantity, in order to efficiently deliver the educational programmes of study. b. The academic qualifications for teaching staff should be at least one level higher than the level programme/course being taught (e.g. for diploma and certificate programmes, teachers/faculty should be qualified at least at the Bachelor degree level), or be certified at the required competency level to teach the programme/course. c. The provider should have in place an ongoing programme for staff development. d. The provider should have an effective system of communication between staff and management. e. The provider should conduct periodic staff appraisals, the results of which should be used for improvement of the staff and educational programmes. f. The provider should have a mechanism for the effective supervision of staff in order to maintain and enhance the quality of teaching and learning.
Examples of Evidence	These include but are not limited to: • Staff list showing status (permanent, temporary, contract, etc.) and job function • Human Resources Policy and/or Plan • Recruitment Policy and Process • Policy and procedure to assign workload to staff • Staff Development Policy • Employee/Staff Performance Appraisal Policy and Procedure • Employee/Staff Performance Appraisal tool(s) • Communication Policy and Procedure • Policy and procedure for selecting staff for different job functions, teaching and non-teaching • Job descriptions that clearly define requirements to perform the job and responsibilities

	• Staff CVs/Résumés • Employee Feedback forms • Professional certification for teaching staff • Proof of continuing professional development
5. Learner Assessment	
Indicators	a. There should be a rigorous evaluation process, which should assist in the attainment of certificates, diplomas or degrees. b. There should be a system of documenting the pattern of student performance. c. The examination system should be transparent and should allow for the production of reports on student performance in a timely manner. d. There should be a mechanism for prompt feedback on the assessments of the learners' work (including formative assessment). e. Assessment of student achievement should be appropriate to the post-secondary/tertiary level with emphasis on the assessment of the cognitive skills of evaluation, synthesis, analysis and application, as well as practical competence. f. Assessment should take a variety of forms. g. The method of assessment should fit the expected learning outcomes.
Examples of Evidence	These include but are not limited to: • Assessment Policy • Grading Scheme/Scale • Record of learner performance in each course (Learner Records Management System) • Record of learner throughput • Examinations Policy and Procedure • Policy and Procedure to request/verify learner information • Plans for the identification, storage, protection, retrieval, retention time and disposal of assessment records • Plans for the conduct of tracer studies • Student Feedback forms
6. Learner Support Services	
Indicators	a. The educational provider should foster student support services through provision of services which may include counselling and career guidance. b. Monitoring and guidance of student performance should also be an ongoing part of the counselling process. c. Provision should be made for students' comfort e.g. provision of cafeteria facilities, or other eating area, where applicable. d. There should be facilities to allow students to meet in recreational situations, where applicable.

Examples of Evidence	These include but are not limited to: • Student Support Policy • Policy for the disbursement of transcripts • Policy in respect of tuition, compulsory and other fees • Refund Policy • Policy for the award of qualifications and credits • Policy for granting of Bursaries, scholarships and other financial aid • Student Handbook • Appeals Policy and Procedure • Complaints Policy and Procedure • Details of types of support services available to learners
7. **Physical Plant and Equipment**	
Indicators	a. There should be adequate physical resources to serve the needs of the programme and to contribute to an atmosphere of effective learning. b. Teaching and learning areas should facilitate the proper supervision and monitoring of classes in session and the attendance of lectures. c. There should be adequate physical space to accommodate all class sizes and differently-abled students/faculty. d. Facilities should meet fire and other appropriate health and safety code regulations. e. Where applicable, the provider should have adequately equipped laboratories, workshops or other areas designed to facilitate the application of theory and principles of the relevant disciplines. f. There should be adequate support staff to maintain the laboratory or workshop facilities. g. Laboratory or workshop equipment should be kept current. h. Machinery and equipment used for training should correspond to those found in employment.
Examples of Evidence	These include but are not limited to: • Health/Medical Certificate issued by the Environmental Health Officer (issued by the Polyclinic in the catchment area of the provider) • Certificate of Compliance for Lodging and Barracks where the provider offers and maintains student/staff dormitories • License to operate a food business where there is a facility that sells items for consumption (e.g. in a bookshop, convenience store) • License to operate a restaurant where there is a canteen at the provider's facility and; where such establishments are required to maintain bathroom facilities. Only granted when the establishment has been inspected and individual medical certificates for Food Handlers verified. • Physical Resources (Plant and Equipment) Policy

	• Health and Safety Policy and/or Procedures • Fire Certificate of Compliance • Certificate from Environmental Protection Department for new construction or buildings that have undergone major renovations • Maintenance Plan • Teaching and learning area • Purchasing Policy and Procedure • Policy and Procedure in respect of provision of facilities for practical/hands-on application of theoretical aspect(s) of the courses/programmes • Maintenance Plan for plant and equipment • Qualifications/CVs of person(s) responsible for managing this area of operations • Job descriptions • Proof that teaching/workshop areas provide an adequate simulation of real-life working conditions • List of equipment and machinery • Equipment replacement schedule/plan
8. **Learning and Information Services**	
Indicators	a. There should be ownership of, or provision for access to adequate learning and information resources and services required to support the courses and programmes offered. b. The library or other learning and information resource facility should provide adequate resource or reference materials, current journals, up-to-date equipment, etc. conveniently located and easily accessible. These should facilitate the accomplishment of curriculum objectives. c. Laboratories and computer facilities (where utilised) should be adequate in range, quantity, quality and modernity to support the programme. d. The staff with responsibility for learning and information resources and services should be adequate in number and professionally qualified.
Examples of Evidence	These include but are not limited to: • Learning Resource Management Policy and Procedure • Qualifications/CVs of staff responsible for managing learning and information resources • Job descriptions • Quality Management System • List of instructional materials, hard and soft copies

9. **Finances**	
Indicators	a. The financial structure should be able to support the programmes offered and to discharge effectively the provider's obligations to students. b. Financial management and reporting should be in line with current financial procedures and governing legislation. c. Where applicable, an annual audit of accounts should be conducted.
Examples of Evidence	These include but are not limited to: • Financial Statements (Profit and Loss Statement or Income and Expenditure Statement), audited or prepared by a Certified Accountant, as applicable • Budget projection • Tuition fee structure • Policy and procedure to address financial resources
10. **Institutional Plan**	
Indicators	a. The provider should have a written plan for various stages of its development. b. There should be a planning and evaluation process for the provider's plan, which addresses the provider's human, educational, physical and financial growth. c. The provider should have clearly defined administration systems in place that are compatible with its stated mission. d. The provider should have a fit-for-purpose quality management system that is regularly reviewed, to promote continuous quality improvement.
Examples of Evidence	These include but are not limited to: • Business/Institutional/Strategic Plan inclusive of a planning and evaluation process • Plan should address each stage of development e.g. start-up, growth, maturity, etc. • Standard Operating Procedures • Records Management System • Communication Policy and Procedure • Public Relations Policy and Procedure • Customer Care Policy and Procedure • Employee Handbook • Procedures for basic office functions (handling telephone calls and correspondence, appointment system, filing and record keeping, telephone message system, etc.) • Quality Policy • Quality management policy and procedures manual

Guidance Notes for Educational Providers

Introduction

The BAC's registration criteria are generic and applies to all types of post-secondary/tertiary educational provision. To date, their use has been primarily connected with mainstream post-secondary/tertiary educational providers, or in respect of higher-level vocational programmes with significant academic content. The following information is provided as additional guidance to vocational and distance education (solely online) providers.

I. Application of the General Registration Criteria to a Vocational Training Provider

This note indicates to the provider the approach that BAC considers appropriate to the application of certain of the criteria to a vocational training provider. It does so by giving examples of the types of evidence that might assist in determining whether a criterion is satisfied.

The following criteria require no further comment and apply to vocational training providers as they would to any other provider:

1. Governance and Mission
2. Admission Policies
6. Learner Support Services
7. Physical Plant and Equipment
8. Learning and Information Services
9. Finances
10. Institutional Plan

The remaining criteria, indicators and evidence are considered below. In each case, an indication of evidence that may be relevant to the circumstances of a vocational training provider is given.

3. Educational Programmes

Where a provider is teaching for the qualifications of an external awarding body (e.g. TVET[3] Council, Barbados (NVQs), CXC[4] (CVQs), City & Guilds of London) evidence should be available of how the curriculum is designed to meet the requirements and expectations of the awarding body. Copies of any reports by the awarding body on the programmes of the provider should be available.

[3] Technical and Vocational Education and Training
[4] Caribbean Examinations Council

4. Staffing and Professional Development

In the case of vocational training programmes at skilled craft level where there may be no formal qualification higher than that being taught, the provider should be able to demonstrate that instructors have a level of competence and experience above that of the programme being taught. Evidence might come from recruitment criteria based on length and extent of practical experience in the trade, or from a recruitment process involving formal testing of trade skills. In trades in which additional qualifications in inspection and certification are common (e.g. electrical installation) such qualifications may be of relevance.

5. Learner Assessment

Where a qualification is awarded by an external awarding body (e.g. TVET Council, CXC, City & Guilds of London), copies should be available of any reports of external verification by the awarding body of the assessment decisions of the provider.

Additional Comments

As it relates to laboratory/workshop facilities in respect of **Physical Plant and Equipment**, in the case of programmes preparing learners for employment in specific trades or specialist fields, the provider should be able to demonstrate that teaching/workshop areas provide an adequate simulation of real life working conditions. In addition, the machines and other equipment on which training takes place should be demonstrated to be reasonably current and reflect the types of machinery and equipment likely to be encountered in employment.

II. Application of the General Registration Criteria to a Distance Education Provider Operating Solely Online

This note indicates to the provider the approach that the BAC considers appropriate to the application of certain of the criteria to a distance education[5] provider operating solely online. It does so by giving examples of the types of evidence that might assist in determining whether a criterion is satisfied.

The following criteria require no further comment and apply to distance education providers as they would to any other provider:

1. Governance and Mission
2. Admission Policies
3. Educational Programmes
4. Staffing and Professional Development
5. Learner Assessment
8. Learning and Information Services
9. Finances
10. Institutional Plan

The remaining criteria, indicators and evidence are considered below. In each case an indication of evidence that may be relevant to the circumstances of a distance education provider operating solely online is given.

6. Learner Support Services

Only indicators (a) and (b) are relevant to solely online provision. In addition, distance education providers operating solely online should provide a human point of contact for learners. Telephone (preferably toll-free number), email, or face-to-face contact information should be provided.

7. Physical Plant and Equipment

The provider may utilise a proprietary Virtual Learning Environment (VLE)/Learning Management System (LMS) such as BlackBoard Learn, Moodle, etc. that provides access to library resources and other relevant databases or a customised VLE/LMS. In the case of a customised system, the provider must provide evidence of the effectiveness of that system.

[5] Educational providers offering education and/or training programmes/courses through distance education must have regard for ***Code of Practice for the Assurance of Educational Quality and Standards in Distance Education*** established by the Barbados Accreditation Council.

A good VLE/LMS should have at minimum:

- scheduled chatroom or similar sessions to enable learners to 'meet' virtually with each other and share experiences,
- online counselling and support for learners experiencing difficulties with the programme/course,
- technical helpline for IT problems,
- access to teaching/instructional staff via email or web, with performance measures for response times, and
- monitoring of learner log-in to detect and respond to any early signs of disengagement.

As it relates to laboratory and/or workshop facilities, a solely online provision is not a suitable medium for programmes requiring practical laboratory or workshop skills.

Additional Comments

As it relates to "**Learning and Information Services**", please note that it is expected that these services would be provided via a VLE/LMS, as specified in respect of criterion 7 above.

Procedures for Registration

1. A provider seeking to register with the BAC must obtain, complete and submit the application form to:

   Executive Director
   Barbados Accreditation Council
   Suite 1, Building 1
   Manor Lodge Complex, Lodge Hill
   St. Michael, BB 14000
   Barbados, W.I.

2. All supporting documentation (hard and/or soft copy) must be included with the application form. Any unclear or incomplete application will delay the registration process.

3. The Self Evaluation Report (SER) must be submitted with the application for registration. The SER provides a self-analysis/evaluation of the provider's operations against the General Registration Criteria established by the BAC. The BAC's publication "*Guide to Writing Self-Evaluative Reports"* provides useful information in relation to this type of report.

4. Additional material should be included if it will assist the BAC in adequately processing the application form. Supplemental materials must be attached to the end of the application form as appendices. Appendices must be clearly labelled.

5. Supporting materials, including programme specifications, are required for each programme of study or course. The BAC may require additional reports or documentation for the registration process.

6. The application will be reviewed by the BAC. If the review is favourable, a site visit will be made to the provider's place(s) of operation. If not, the provider will be given the necessary technical assistance to meet the requirements for registration. The site visit may be conducted by BAC personnel and/or a team of external evaluators, as determined by the BAC for registration. The costs associated with the conduct of the site visit by the evaluation team will be borne by the provider.

7. A report of the site visit will be sent by the BAC to the provider's Principal/Director/Owner/Executive Head. The provider will be expected to address any shortcomings highlighted in the report and submit a report with evidence or an action plan with timelines to address any identified shortcomings to the BAC within the specified timeline.

8. When ***all*** requirements for registration have been met, the provider will be sent an invoice for the appropriate fee. Once payment is received, the provider will be issued with a Certificate of Registration.

9. Where registration has been granted for three (3) years, the provider may opt to submit payment as a lump sum for the three (3) years or pay each year with the submission of the Application for Re-registration form.

Procedures for Providers of Medical Education and other Health Related Programmes

i. Tertiary educational providers seeking to offer medical education and other health related programmes of study in Barbados **must first be registered with the Barbados Accreditation Council**.

ii. Tertiary educational providers that offer **only** medical education and other health related Programmes of Study must have been granted **Provisional Accreditation** from the Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP) or other BAC approved medical education programme accreditation body **before seeking re-registration with the Council**.

iii. Only tertiary educational providers that have been offered **'Full Accreditation'** for their medical education and other health related programmes of study from CAAM-HP or other BAC approved medical education programme accreditation body would be eligible to seek **'Institutional Accreditation'** from the Council.

iv. Where the **Non-Medical Education and Health Related programmes constitute a clear majority of the tertiary educational provider's enrolment numbers,** the provider –

a) must register with the Barbados Accreditation Council; and,

b) can seek Institutional Accreditation with the Barbados Accreditation Council

The provider must submit the following to the BAC:

- a completed application for registration form with supporting documentation; and
- a Self Evaluation Report for registration based on the BAC's guidelines.[6]

All other requirements for registration established by the BAC will apply.

[6] Refer to the BAC's publication "Guide to Writing Self-Evaluative Reports".

Maintenance of Registered Status

Registration is usually for a period of one (1) year, after which the provider must re-apply to maintain its registered status. At the start of each year, the provider is required to complete and submit the *Application for Re-registration* form with supporting documentation. A copy of the form may be retrieved from the BAC's website or collected from its office.

Providers who were granted registration for a period of two (2) or three (3) years will at the start of each year during this period, complete and submit the *Application for Re-registration* form to the BAC with supporting documentation.

The BAC may require additional reports or documentation for the re-registration process.

Additionally, providers completing a three (3) year period of registration will be required to:

i. complete and submit the *Application for Re-registration* form along with the Self Evaluation Report and
ii. undergo a registration site visit by an external evaluation team. The costs associated with the conduct of this evaluation shall be borne by the provider.

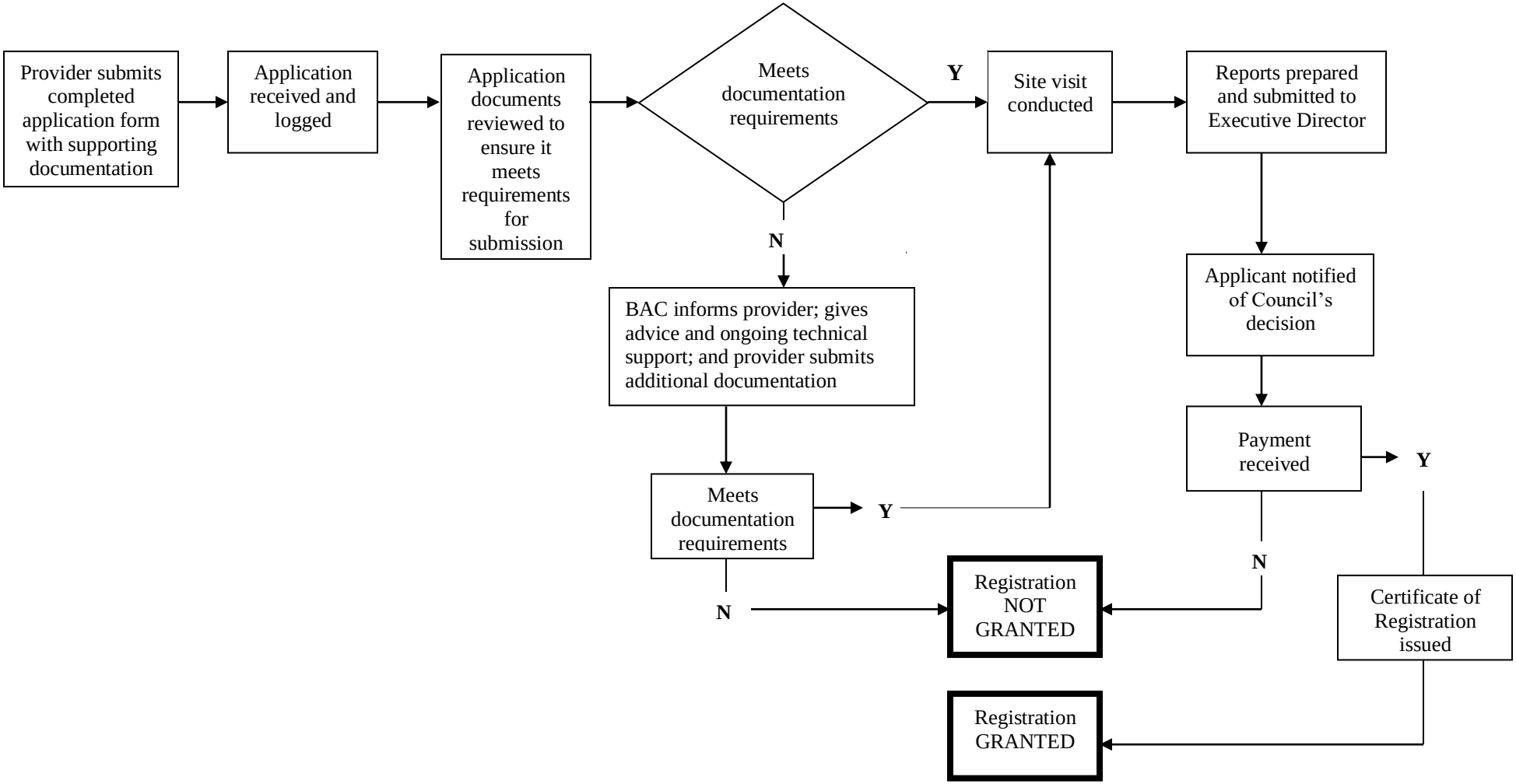
NOTES:

1. ***All*** applicant providers are advised to refer to the BAC's publication *"Registration Guidelines for post-secondary/tertiary education and training providers"* ***before*** completing the application form.

2. Providers registered by the BAC can include in their promotional materials the following statement:

   "Registered by the Barbados Accreditation Council as a post-secondary/tertiary educational provider."

Steps to Registration



Registration Application Costs

The current fees for registration are based on enrolment numbers and are shown below:

1. Local/CSM (CARICOM Single Market)
    - less than 100 students $125.00
    - 100-499 students $250.00
    - 500-599 students $375.00
    - 1,000-2,499 students $500.00
    - 2,500-3,999 students $750.00
    - 4,000 and over students $1,000.00
2. Foreign/non-CSM and Transnational[7] $3,000.00

Methods of Payment

Payment of the requisite application fee is due upon notification of registration approval.

The following payment methods apply:

- cash;
- company cheque;
- bank draft;
- certified cheque;
- debit card; or
- credit card.

Contact Details

To apply for registration or re-registration, please complete the required application form and submit it with all relevant documentation to:

Executive Director
Barbados Accreditation Council
Suite 1, Building 1 Manor Lodge Complex
Lodge Hill
St. Michael, BB 14000
Barbados, W.I.

Should you have any related queries/concerns, please contact the Council at:

Telephone: (246) 535-6740 Fax: (246) 622-1089 Email: info@bac.gov.bb

[7] Transnational refers to an overseas provider that sets up operation in Barbados.

Glossary

Terminology	Definition
Academic Year	The annual teaching or examination period during which students attend courses or take final examinations, not taking minor breaks into account. It may be shorter than 12 months but would typically not be shorter than 9 months. It may vary for different levels of education or types of educational institutions within a country. This is also referred to as the 'school year', mainly for the pre- tertiary level. (*Source: International Standards Classification of Education 2011*)
Accreditation	the process by which a (non-) governmental or private body evaluates the quality of a tertiary educational provider as a whole or a specific educational programme in order to formally recognize it as having met certain pre-determined minimal criteria or standards.[8]
Approval	the outcome of validation where a programme/course has been judged to meet the requirements for programme approval established by the BAC.
Assessment	the evaluation of an individual's achievement of intended learning outcomes, using a variety of valid and reliable assessment methods (e.g. written, oral and practical tests/examinations, projects and portfolios) during or at the end of a learning programme. NOTE: Assessment is an integral part of the teaching/learning experience and provides insights into the extent to which programme objectives are achieved.
Award	denotes that which is conferred, granted or given by an awarding body and which records that a learner has acquired a standard of knowledge, skill or competence.
Certificate	an official document, issued by an awarding body, which records the achievements of an individual following the successful completion of a programme or a course of study. See also Qualification.
Collaborative Provision	refers to all arrangements in which the awarding provider makes an award (solely or jointly) or gives credit towards an award on the basis of education provided by another provider in the home country or overseas.
Contact hour	a unit of measure that represents an hour of scheduled instruction given to learners. It represents the actual time the faculty/instructor comes in contact with the learner. For example, contact with a lecturer/instructor whose classes are delivered 15 hours per week; a seminar or tutorial which allows closer interaction between learners and a member of staff in the form of participatory discussion on a one-on-one or small group basis; a laboratory session; a trainer facilitating the development of practical skills; the development of practical skills through guided practice; etc.

[8] Adopted from: https://www.azvo.hr/en/component/seoglossary/6-quality-assurance-and-accreditation-glossary-basic-terms-and/189-accreditation

Terminology	Definition
	Contact time may take a virtual rather than face-to-face form through the use of email, email discussion groups, virtual learning environments and other technology-aided means, in a work-based setting, etc. Contact hours are calculated based on the actual number of hours spent face to face with the lecturer/facilitator/teacher/trainer and may or may not be formally scheduled.
Core course	a compulsory general education course that reflects the provider's philosophy or needs of the society.
Course	a defined body of knowledge, skills and attitudes acquired over a specified period of time. A course may be awarded one or more credits and can generally be completed in one term or one semester. OR A unit of instruction comprising a sequence of educational activities in a particular field or range of related fields of education. This can also be referred to as a 'module', 'unit' or 'subject'.[9]
Course syllabus	a document that provides information on the course with respect to code, name, duration, credits, pre-requisites, method of instruction, method of evaluation, general objectives, behavioural objectives, content and required resources
Credit	A credit is an approximate measure of the volume of learning involved in a learning programme expressed in terms of the number of contact (teaching/lecture and/or experience gathering) hours. It provides learners with an indication of the scale of the commitment into which they are entering and helps ensure that qualifications of the same type at the same level are comparable in terms of learning load.
Credit hour	also known as a semester hour, is the term commonly used as a measurement of class time. One credit hour is comparable to a minimum of 15 hours of theory (i.e. one hour of contact (i.e. teaching/lecture) time each week for one semester of 15 weeks) or 30 hours practical/laboratory/field work (i.e. two hours of practical/laboratory/field work per week for one semester of 15 weeks). See also credit.
Criteria	Generally speaking, criteria along with standards or requirements are statements reflecting an accrediting body's expectations of a programme or a provider. The criteria also elaborate on the methods/procedures, the extent/degree required for compliance with the condition(s) of eligibility in order to be granted registration or accreditation.
Cross-border tertiary education	Education at the tertiary level that takes place in situations where the teacher, learner, programme, educational provider or course materials cross national jurisdictional borders. Cross-border tertiary education may include tertiary level education offered by public/private and not-for-profit/for-profit educational providers. It encompasses a wide range of modalities, in a

[9] Refer to International Standards Classification of Education 2011

Terminology	Definition
	continuum from face-to-face (taking various forms such as learners travelling abroad and campuses abroad) to distance education (using a wide range of technologies and including e-learning)[10]
Curriculum	a set of actions followed when setting up an educational programme/course. It includes defining learning goals, content, methods (including assessment) and material, as well as arrangements for training teachers/faculty and trainers/instructors.
Delivery mode	mode in which a teaching/training session is presented e.g. lecture, workshop, seminar, distance and self-paced.[11]
Educational	refers to education and training in the context of the Barbados Accreditation Council.
Educational activities	Deliberate activities involving some form of communication intended to bring about learning. These may be grouped into sub-components described as courses, modules, units and/or subjects. (*Source: International Standard Classification of Education 2011*)
Educational Qualification	See Qualification
Elective	any course chosen by a student outside the specific programme requirements.
Evaluation	determines if a standard was met; success or failure (judge quality)[12]. It is a process of comparing a learner's achievement with other students or a set of standards.[13]
Executive Head[14]	a person (e.g. director, senior manager, senior official, administrator, etc,) who has executive authority over the educational enterprise for provision of education and/or training services or the person who officially directs and controls the organisation at the executive level.
Foreign/overseas provider	an educational provider that is operating outside of its home country.
Formative assessment	assessment designed to help learners learn more effectively through giving them feedback on their performance indicating how it can be improved.[15] These are on-going assessments, reviews and observations in a classroom.
Formative evaluation	The purpose of formative evaluation is to validate or ensure that the goals of the instruction are being achieved and to improve the instruction, if

[10] Adapted from *Guidelines for Quality Cross-Border Higher Education* by UNESCO/OECD.
[11] Adopted from ***Dictionary***, Knowledgetransfer.net
[12] Adopted from Pacific Crest
[13] See note 1
[14] Adopted from: *Guidelines for Submitting An Application for Registration to the Accreditation Council of Trinidad and Tobago (ACTT)*
[15] **The Assessment Strategy** – Cardiff University

Terminology	Definition
	necessary, by means of identification and subsequent remediation of problematic aspects.[16]
General Education	Programmes that are designed to develop learners' general knowledge, skills and competencies, as well as literacy and numeracy skills, often to prepare students for more advanced education programmes at the same or higher ISCED levels and to lay the foundation for lifelong learning. (*Source: International Standard Classification of Education 2011*)
Governance	the system by which entities are directed and controlled. It is concerned with structure and processes for decision making, accountability, control and behaviour at the top of an entity. Governance influences how an organisation's objectives are set and achieved, how risk is monitored and addressed and how performance is optimised.[17]
Home country	the country in which the provider initially set up/established its business, regardless of the present country of operation.
Instructional format	the method of delivery in which a training session is presented e.g. instructor-led, e-learning and self-paced.[18]
Instructional methods	ways that information is presented to learners e.g. teacher-centred approaches and learner/student-centred approaches.
Laboratory	facility equipped to facilitate demonstration of the practical component(s) to accompany a lecture or course.
Learner	a person who is acquiring or has acquired knowledge, skill or competence.
Learner-centred approach	involves instruction where the teacher is a facilitator (guide) as learners construct their own knowledge. Learner-centred methods include case studies, co-operative learning, discussion/discussion boards, discovery learning, journal, blogs, learning-centres, role-play, simulations, problem-based learning.
Learning	Individual acquisition or modification of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours through experience, practice, study or instruction. (*Source: International Standard Classification of Education 2011*)
Learning outcomes	statements that describe the competences that learners must be able to demonstrate upon successful completion of a course or programme in terms of knowledge, understanding, skill and behaviours. They specify the criteria against which learner achievement can be assessed.
Mode of study	refers to the way in which a student is enrolled in a course/programme of study: internal, external or mixed.

[16] **Formative v.s. Summative** Evaluation – Northern Arizona University, College of Education
[17] Governance Today (https://governancetoday.com/GT/GT/Material/Governance__what_is_it_and_why_is_it_important_.aspx)
[18] See note 2

Terminology	Definition
Module	a small stand-alone component of a course that can be taken independently or combined with other modules.
Notional hours	refer to an approximate measure of the total learning time it may take a learner to achieve specified learning outcomes and assessment. It will include in-class contact (e.g. lectures, seminars, workshops, etc.), practical/hands-on work (e.g. laboratory practical, fieldwork, etc.), distance education (e.g. instruction that may be print-based, audio/radio-based, video/television-based, computer-based, satellite-based, Internet-based, etc.), other private study (e.g. time spent preparing for class, private or independent reading and study), and the production of written work for formative or summative assessment. Ten (10) notional learning hours generally equates to one unit of credit.
Partner	an educational provider that collaborates with an awarding provider/body offering post-secondary/tertiary level programmes that lead to either a qualification in the name of the awarding provider/body or joint awards in the names of both the awarding provider/body and the partner.
Post-secondary/tertiary education	education that is provided for persons over the age of 16 years.[19]
Private study	an estimate of time required to prepare or study for course assessments.
Programme (of study)	an approved curriculum composed of a series/set of courses, in an academic or vocational speciality, leading to a particular kind of certification/qualification (e.g. certificate, diploma, associate degree, bachelor's degree, etc.) or a structured and purposeful set of learning experiences that lead to a qualification.
Programme specification	concise descriptions of the intended learning outcomes from a programme of study/course and the means by which these outcomes are achieved and demonstrated. Programme specifications enable teaching staff and relevant professional bodies or individuals to establish the content and purpose of programmes before and as they are delivered.
Progression	refers to a learner's ability to move to another programme leading to an award at a higher level, having received recognition for the knowledge, skill or competence acquired.
Prospectuses	within the context of the Barbados Accreditation Council shall include not only the provider's brochures and leaflets, but also a provider's letters, advertisements and other publications making statements about its programme(s) of study.
Provider (educational)	refers to any institution or organisation offering education and/or training programmes of study/course(s) at the postsecondary/tertiary level in Barbados.

[19] BAC Act, 2004-11

Terminology	Definition
Qualification	refers to a degree, diploma, certificate, or other official confirmation of attainment awarded to a learner after being assessed as having achieved the learning outcomes set by an educational provider for a specific programme of study or course. The term 'qualification' is synonymous with 'credential'
Quality	refers to "fitness for purpose" – meeting or conforming to generally accepted standards as defined by an accrediting or quality assurance body.
Quality Assurance	an all-embracing term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a tertiary education system, institutions, or programmes.[20]
Quality Enhancement	refers to an taking deliberate steps to bring about continuous improvement in the effectiveness of the learning experience of students. [21] For example, an educational provider has a plan in place to monitor and enhance the quality of its programmes and overall operations on an ongoing basis.
Quality Management System[22]	a formalised system to direct, control and improve the institution's quality of teaching, services and other offerings.
Quality Plan[23]	is any document (e.g. a programme specification) setting out specific quality practices, resources and the sequence of activities to ensure the effectiveness of a particular service, course or programme.
Quality Policy[24]	refers to the provider's overall educational philosophy, purpose, goals and objectives regarding quality, the division of responsibility, and the communicativeness of the quality system as formally expressed by the provider's governance/management.
Registration	certifies that a post-secondary/tertiary education and/or training provider operating in Barbados has complied with the operating standards outlined by the Barbados Accreditation Council.
Short course	refers to a short learning programme where depending on the purpose of the programme, a learner may or may not be awarded credits. A short course qualifies to be assigned between one (1) and less than thirty (30) credits.
Site visit	typically an evaluation by a team of peer reviewers who examine the provider's self evaluation report (SER); interview teaching and non-teaching staff and learners; and examine the structure and effectiveness of the provider's operations and its educational programmes, but may also be undertaken by BAC personnel. Usually results in an evaluation report. Normally a part of the BAC's processes such as registration, accreditation,

[20] Adapted from: Quality Assurance and Accreditation: Glossary of Basic Terms and Definitions compiled by Lazăr VLĂSCEANU, Laura GRÜNBERG, and Dan PÂRLEA
[21] Adapted from: Quality Assurance Agency (2008)
[22] See note 6
[23] See note 6
[24] See note 6

Terminology	Definition
	and recognition of awarding body.
Summative assessment	evaluation of an individual's achievement of intended learning outcomes, using valid and reliable assessment methods, during and/or at the end of a unit of study, course or programme.
Summative evaluation	An examination of more than one learner's performance to see how well a group did on a learning task that utilized specific learning materials and methods from which the instructor/teacher can evaluate the learning materials and learning process. [25]
Supporting Documents[26]	include copies of policies, procedures/processes, financial statements, syllabi/curricula/programme specifications, certificate of incorporation, records etc. which show evidence of the information given in the narrative.
Syllabus	a learning document provided by an instructor that describes the content and expectations of a course, the grading policy, a list of assignments and due dates, and related information such as the required textbooks, other course materials, the instructor's office hours and contact information[27].
Teacher-centred approach	includes instruction where the teacher's role is to identify the lesson objectives and take the primary responsibility for guiding the instruction by explanation of the information and modelling. This is followed by student practice. Teacher-centred methods include demonstration, direct instruction, lecture, and lecture-discussion.
Transcript	a learner's formal education record of grades received in all courses taken with a particular educational provider, including transfer credits if applicable.[28]
Transnational/foreign provider	an educational provider that has its origin and main campus or establishment in an overseas country or territory and is operating in another country.
Validation	the process whereby a new or significantly revised course/programme proposal is examined, either by the provider to assess its suitability for inclusion in the provider's programme offerings, or by an external quality assurance agency to assess the course's/programme's suitability for having the approval of that body.
Verification	Internal and external verification are terms widely used to describe the moderation of assessments in workplace settings, usually in relation to vocational qualifications. Moderation is designed to ensure the consistency of assessments between candidates and between assessment centres in relation to the occupational standards upon which qualifications are based. Initial assessment is conducted by a person qualified both as an assessor and

[25] See note 8
[26] See note 6
[27] Adopted from Prince George's Community College Catalogue 2006-2007
[28] Adapted from Prince George's Community College Catalogue 2006-2007

Terminology	Definition
	in the trade concerned. The assessor may hold a supervisory or instructional position, or may be an employee with extensive experience of the trade. An internal verifier (usually employed at the centre) verifies that all candidates entered for the same qualification are assessed fairly and consistently. External verifiers (persons employed by the body awarding the qualification) review a sample of assessments from the centre to provide an external check on the internal assessment/verification process and to ensure consistency of standards between centres.
Vocational Education	Programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade or class of occupations or trades. Vocational education may have work-based components. Successful completion of such programmes leads to labour market-relevant vocational qualifications acknowledged as occupationally-oriented by the relevant national authorities and/or the labour market. (*Source: International Standard Classification of Education 2011*)
Workload	a quantitative measure of the learning activities that may feasibly be required for the achievement of the learning outcomes (e.g. lectures, seminars, practical work, private study, information retrieval, research, examinations).

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- The University Council of Jamaica
- Tower Hamlets ChangeUp Consortium
- UNESCO Institute for Statistics
- University of London External System

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